2013 Report of the UPSTART Program

Background

Waterford Research Institute, a nonprofit founded in 1976 with a mission to use technology to help provide educational equity and excellence for all children, was selected to administer the UPSTART Program in March 2009.

As planned and administered by Waterford, UPSTART (Utah Preparing Students Today for A Rewarding Tomorrow) is a unique response to the need for preschool training in Utah, providing the state's youngest students with access in their homes to outstanding instruction in reading, math, and science. The overarching goal of the UPSTART Program is to provide truly individualized instruction, serving children with the greatest needs, while, at the same time, challenging gifted children to reach their full potential.

UPSTART is comprised of three software programs:

- *Rusty and Rosy Learn with Me™* (RRLWM) delivers individualized instruction in reading, math, and science that adapts to each child's learning trajectory. The program includes: 360 digital books; 330 animated songs; more than 7,000 total activities; 2,500 lessons; and 450 instructional hours that meet national, state, and professional standards and guidelines.

- The *Waterford Assessments of Core Skills™* is a fundamental testing breakthrough for assessing very young children who do not know how to read. It is computer adaptive, offers immediate scoring and reports, and is completed in one to two brief sessions.

- *Camp Consonant™* offers additional help with reading. Set in a fun camp setting, it features 3,700 unique activities, including songs, games, reading passages, and a built-in motivational system. It provides more than 150 hours of instruction and features a brain-research-based, multi-sensory approach.

The UPSTART Program recognizes the home and parents and caregivers as key educational resources. The home provides the benefit that education can take place seven days a week without the need to travel for access to instruction. Parents and caregivers can provide the motivation for children to ensure that they spend the necessary time on program materials. To capitalize on these key resources, UPSTART provides a special support organization for participating children and their parents or caregivers. Unlike a typical support structure which is passive in relation to users except when there are problems and questions to be solved, the UPSTART support team maintains frequent contact through written materials, in-person and online training, emails, and telephone calls. The strategy is to provide a steady stream of data on children's usage, performance, and needs, as well as to introduce motivational strategies for maintaining their interest.

Year 4

In Year 4, a total of 1,225 families participated with 1,250 UPSTART children. Unfortunately, 538 families were wait-listed for the program and, in the end, could not be served. Another 230 families applied for the program after the wait list was closed. All of those families were given the opportunity to purchase the program, pursuant to the UPSTART enabling legislation.

Of participating families, 380 families received computers, Internet, or both. The following tables give demographic information for the overall program and for the families in the program receiving equipment.

UPSTART Year 4 Cohort Demographics

Total Cohort by Poverty Level

Over 200% Poverty	450	37%
Under 200% Poverty	775	63%
Total	1225	100%

Total Cohort Demographics

By Legal Guardian's Educational Level

Didn't Complete High School	91	7%
H.S. Diploma or GED	169	14%
Some College	380	31%
Bachelor's Degree	464	38%
Master's Degree	75	6%
Doctorate Degree	7	1%
None of the above	39	3%
Total	1225	100%

By Language of Support

English	1041	85%
Spanish	184	15%
Total	1225	100%

By Legal Guardian's Marital Status

Married	1096	89%
Separated	23	2%
Divorced	26	2%
Never Married	80	7%
Total	1225	100%

Cohort Receiving Equipment Demographics

By Legal Guardian's Educational Level

Didn't Complete High School	79	21%
H.S. Diploma or GED	94	25%
Some College	115	30%
Bachelor's Degree	68	18%
Master's Degree	10	3%
Doctorate Degree	2	0%
None of the above	12	3%
Total	380	100%

By Language of Support

English	221	58%
Spanish	159	42%
Total	380	100%

By Legal Guardian's Marital Status

Married	280	74%
Separated	17	4%
Divorced	17	4%
Never Married	66	18%
Total	380	100%

Total Cohort Demographics

By Household Size

Family of 2	10	1%
Family of 3	47	4%
Family of 4	297	24%
Family of 5	380	31%
Family of 6	293	24%
Family of 7	124	10%
Family of 8+	74	6%
Total	1225	100%

By Income Level

$0<$29,140	339	28%
$29,141<$36,620	116	9%
$36,621<$44,100	134	11%
$44,101<$51,580	144	12%
$51,581<$59,060	85	7%
$59,061<$66,540	92	8%
$66,541<$74,020	81	7%
$74,021<$100,000	165	13%
$100,000<$150,000	52	4%
$150,001<$250,000	13	1%
$250,000+	4	0%
Total	1225	100%

By Assistance Programs

None	721	59%
Food Stamps	43	3%
Food Stamps; WIC	54	4%
Free/Reduced Lunch	108	9%
Free/Reduced Lunch; Food Stamps	35	3%
Free/Reduced Lunch; Food Stamps; WIC	67	6%
Free/Reduced Lunch; WIC	82	7%
WIC	115	9%
Total	1225	100%

By Additional Preschool

Yes	551	44%
No	699	56%
Total	1250	100%

Cohort Receiving Equipment Demographics

By Household Size

Family of 2	7	2%
Family of 3	32	8%
Family of 4	78	21%
Family of 5	115	30%
Family of 6	77	20%
Family of 7	44	12%
Family of 8+	27	7%
Total	380	100%

By Income Level

$0<$29,140	237	62%
$29,141<$36,620	56	15%
$36,621<$44,100	45	12%
$44,101<$51,580	27	7%
$51,581<$59,060	8	2%
$59,061<$66,540	5	1%
$66,541<$74,020	2	1%
$74,021<$100,000	0	0%
$100,000<$150,000	0	0%
$150,001<$250,000	0	0%
$250,000+	0	0%
Total	380	100%

By Assistance Programs

None	90	24%
Food Stamps	20	5%
Food Stamps; WIC	39	10%
Free/Reduced Lunch	38	10%
Free/Reduced Lunch; Food Stamps	21	6%
Free/Reduced Lunch; Food Stamps; WIC	50	13%
Free/Reduced Lunch; WIC	56	15%
WIC	66	17%
Total	380	100%

By Additional Preschool

Yes	148	38%
No	240	62%
Total	388	100%

Total Cohort Demographics

By Child's Ethnicity

African-American	9	1%
Caucasian	944	76%
Native American/ Alaskan Native	12	1%
Hispanic	244	19%
Asian/Pacific Islander	21	2%
Other	20	1%
Total	1250	100%

By Child's Primary Language

English	1057	85%
Spanish	179	14%
Chinese	3	0%
Other	11	1%
Total	1250	100%

By Region

North	1027	84%
South	198	16%
Total	1225	100%

By Density

Urban	443	36%
Suburban	605	49%
Rural	177	15%
Total	1225	100%

Cohort Receiving Equipment Demographics

By Child's Ethnicity

African-American	6	2%
Caucasian	162	42%
Native American/ Alaskan Native	7	2%
Hispanic	192	49%
Asian/Pacific Islander	9	2%
Other	12	3%
Total	388	100%

By Child's Primary Language

English	223	58%
Spanish	156	40%
Chinese	1	0%
Other	8	2%
Total	388	100%

By Region

North	317	83%
South	63	17%
Total	380	100%

By Density

Urban	180	47%
Suburban	141	37%
Rural	59	16%
Total	380	100%

Year 4 Results: Usage
Usage is the key to success for the UPSTART Program. When parents/caregivers enroll children in the program, they commit to 15 minutes of use on the reading program, five days a week, for a total of 75 minutes each week.

The average weekly reading usage for Year 4 was 107 minutes, and the total average for the year was 4,601 minutes.
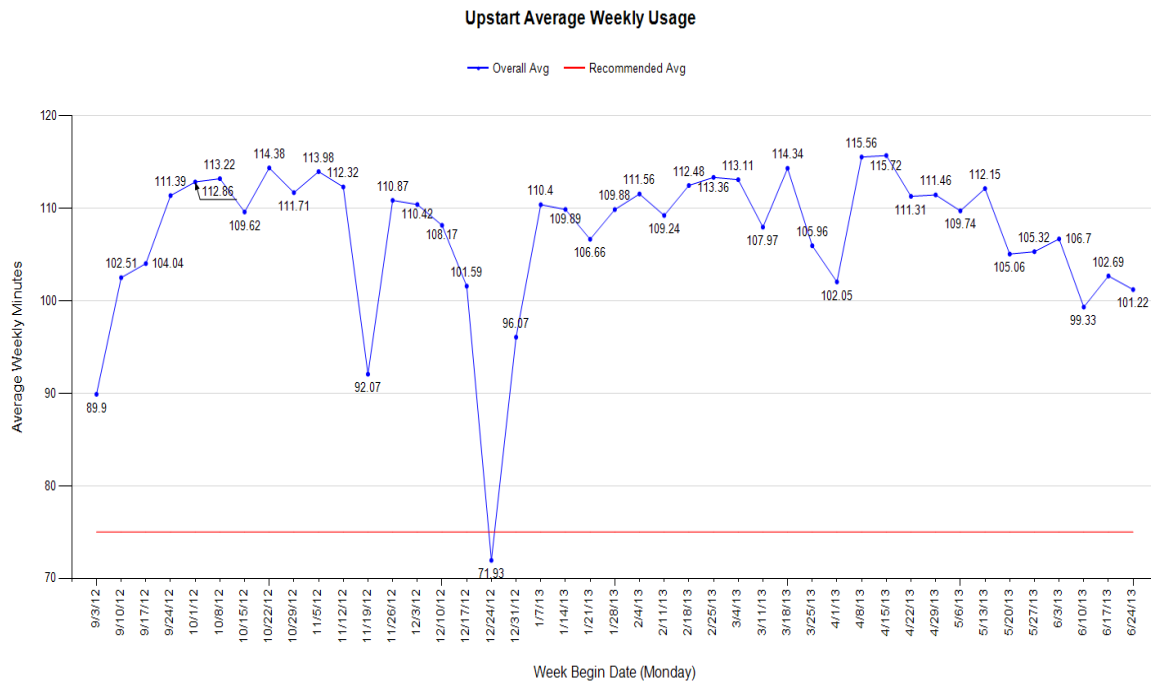
The following table shows several demographic views of usage:

Ethnicity	Average Weekly Minutes
African-American	91.9
Asian	104.6
Caucasian	107.0
Hispanic	107.8
Native American/Alaskan Native	95.2
Other	123.9
Pacific Islander	111.8
Primary Language	
Chinese	123.1
English	107.1
Other	102.6
Spanish	107.6
Under 200% Poverty	
No	105.8
Yes	108.0
Other Preschool	
No	109.5
Yes	104.2

Year 4 Results: WACS Assessment Data
Waterford uses the *Waterford Assessments of Core Skills™* (WACS) to assess children in the UPSTART Program. WACS is a computerized adaptive test of early literacy for students in pre-kindergarten through 2nd grade. Initial content validity for WACS was established against state and national standards for 11 subtests:

- letter recognition
- letter sound
- initial sound recognition
- blending
- segmenting (an advanced skill not included in the UPSTART WACS test)
- reading real words
- reading nonsense words
- sight words
- reading comprehension
- listening comprehension
- vocabulary

All items were calibrated for item response theory to determine item difficulty. To establish concurrent validity and predictive validity student performance on WACS was compared to performance on five commonly-used standardized tests also measuring early reading skills [DIBELS, Texas Primary Reading Indicator (TPRI), Idaho Reading Indicator (IRI); Iowa Tests of Basic Skills (ITBS), and Stanford Achievement Test Series (SAT 10)]. All correlations between tests are highly significant. Additional analyses indicate that WACS is internally coherent and has strong test-retest reliability.

WACS is an adaptive test. Pre-kindergarten students such as those in the UPSTART Program, only see the basic skills unless they perform well, in which case they also see advanced skills. When students take WACS for the first time, most of them receive basic skills only. As students use RRLWM and advance in their reading abilities, they perform better at the end of the program when taking WACS, and are able to successfully complete basic as well as advanced skills. Therefore, the number of students receiving advanced skills increases from the beginning of the program to the end of the program. Additionally, as more students complete reading comprehension successfully at the end of the program, fewer students complete listening comprehension at that time.

The following is the question difficulty ranges for WACS by grade. Note each grade is divided into thirds, for example, kindergarten beginning, kindergarten intermediate, and kindergarten advanced.

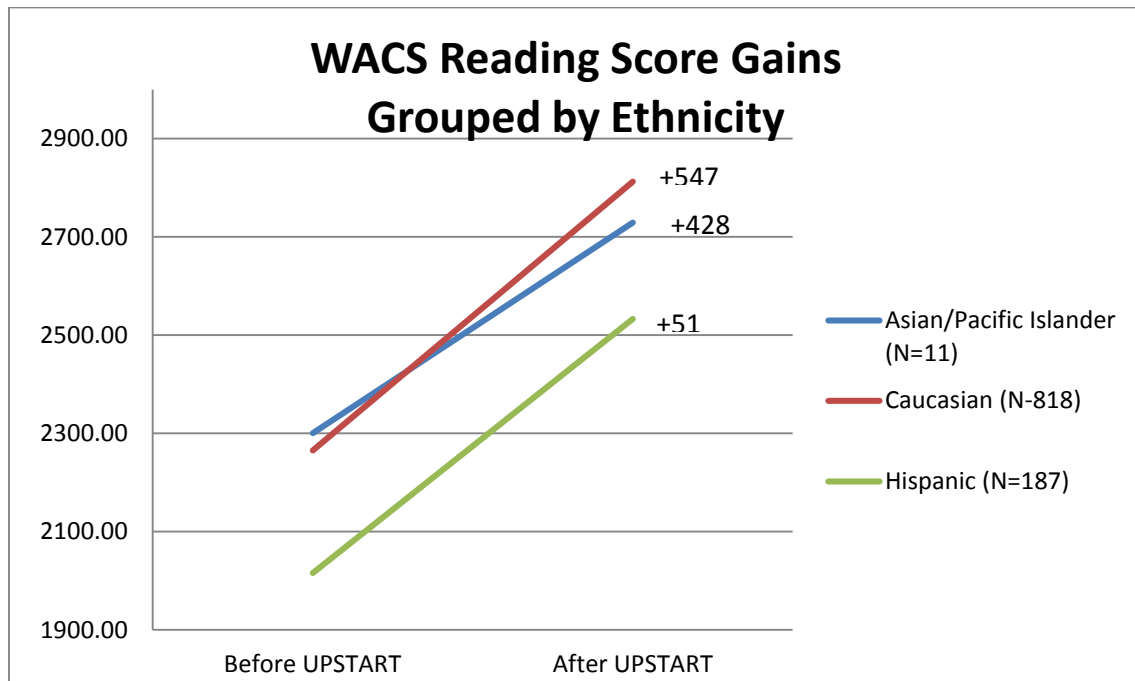| Grade	Beginning	Intermediate	Advanced
Preschool	1001 - 1333	1334 - 1666	1667 - 2000
K	2001 - 2333	2334 - 2666	2667 - 3000
1	3001 - 3333	3334 - 3666	3667 - 4000
2	4001 - 4333	4334 - 4666	4667 - 5000
3	5001 - 5333	5334 - 5666	5667 - 6000
4	6001 - 6333	6334 - 6666	6667 - 7000

Year 4 pre- and post-test scores for the ten subtests used in UPSTART are shown in the following graph.
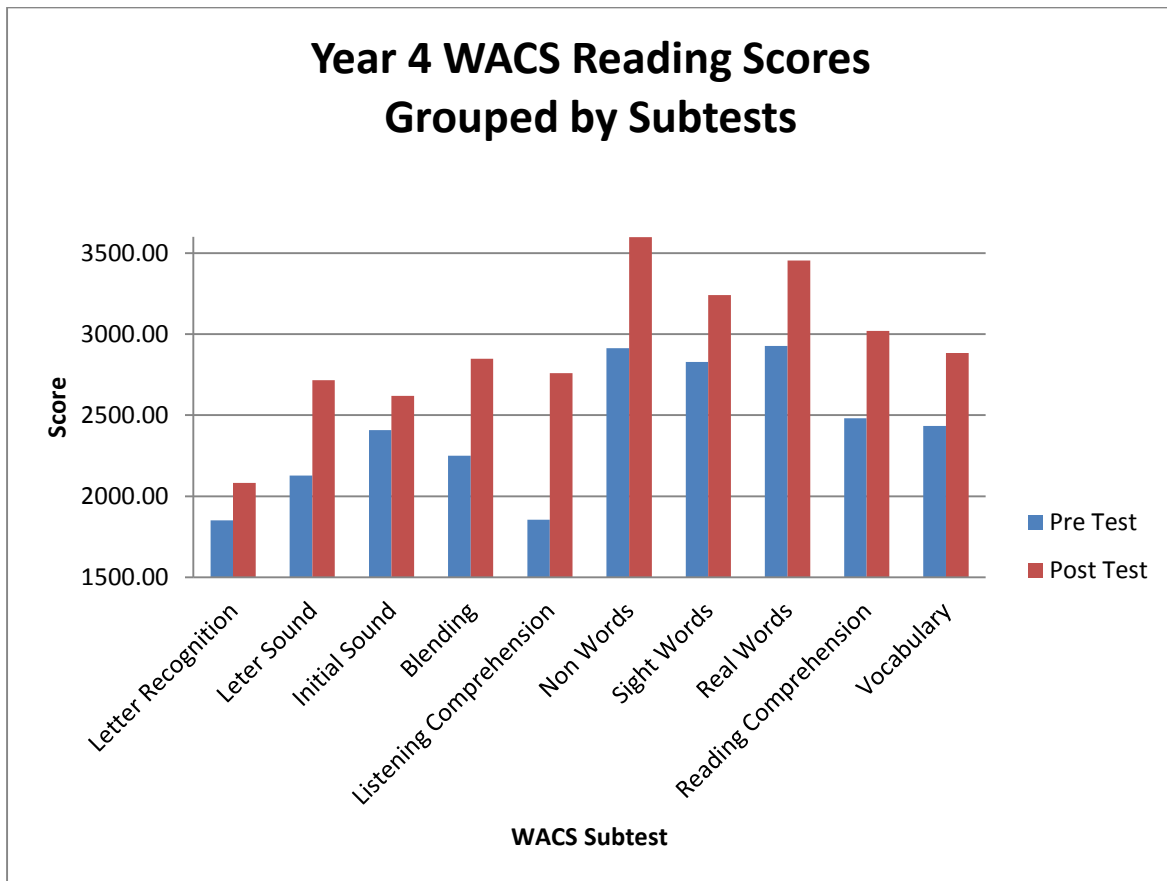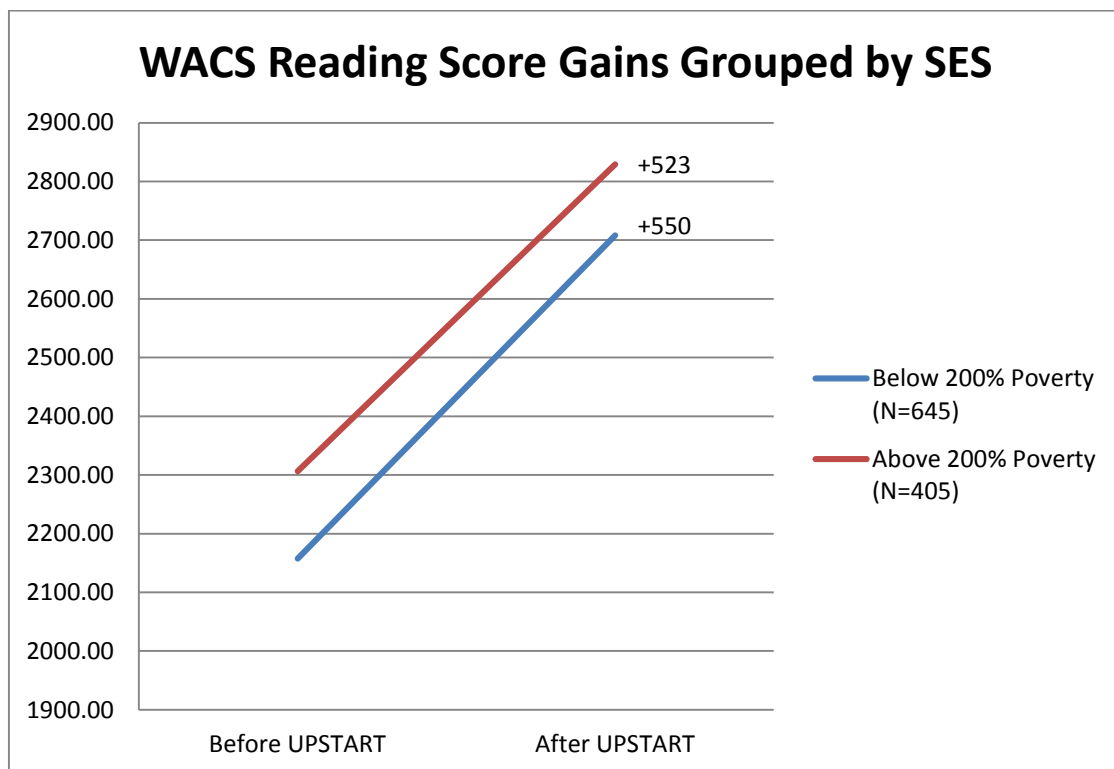

The following table gives both the numerical score and a grade-level equivalent to indicate participants' end-of-program performance.

Measured Individual Skill	Final WACS Score	Grade Equivalent
Letter Recognition	2082	K Beginning*
Letter Sound	2715	K Advanced
Initial Sound	2618	K Intermediate
Blending	2847	K Advanced
Listening Comprehension	2759	K Advanced
Non Words	3597	1st Intermediate
Sight Words	3240	1st Beginning
Real Words	3453	1st Intermediate
Reading Comprehension	3019	1st Beginning
Vocabulary	2883	K Advanced
*Kindergarten Beginning is the ceiling for Letter Recognition		

The following graphs show WACS gains by ethnicity, SES, household income, and preschool attendance.

WACS Reading Score Gains Grouped by Ethnicity

+547
+428
+51

Asian/Pacific Islander (N=11)
Caucasian (N-818)
Hispanic (N=187)

Before UPSTART   After UPSTART

(Note: Due to low N—participant count for this category—some ethnicities are not represented in the above graph.)

WACS Reading Score Gains Grouped by SES

+523
+550

Below 200% Poverty (N=645)
Above 200% Poverty (N=405)

Before UPSTART   After UPSTART

WACS Reading Score Gains Grouped by Household Income
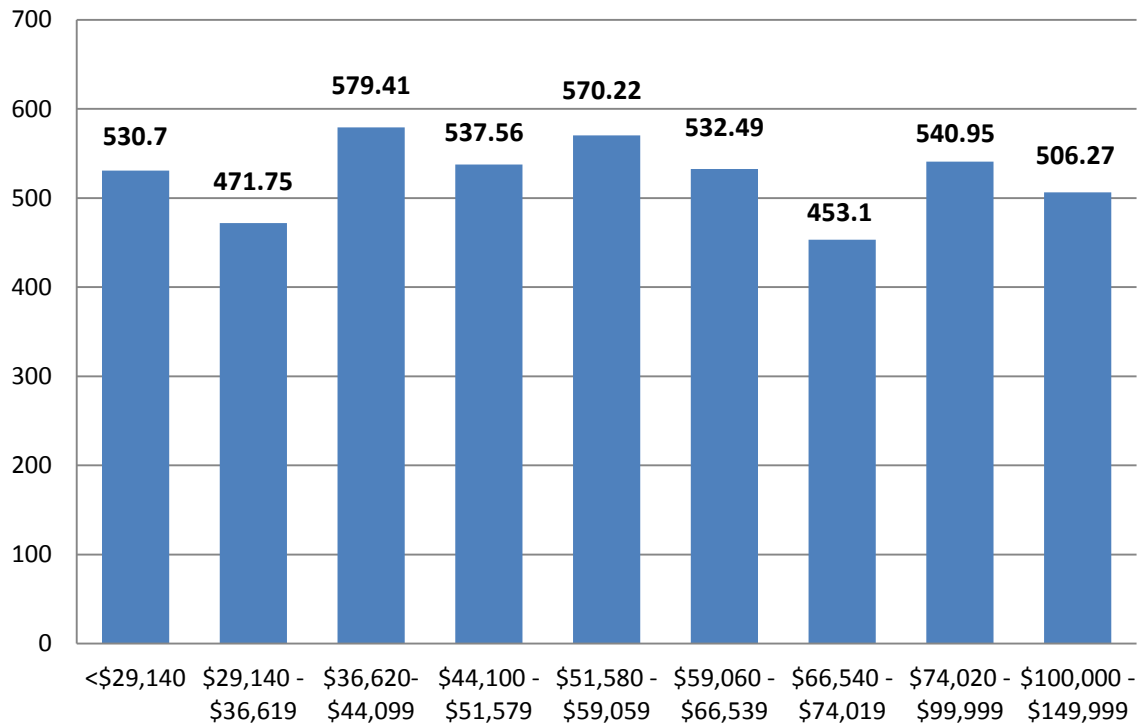
WACS Reading Score Gains Grouped by Other Preschool Attendance
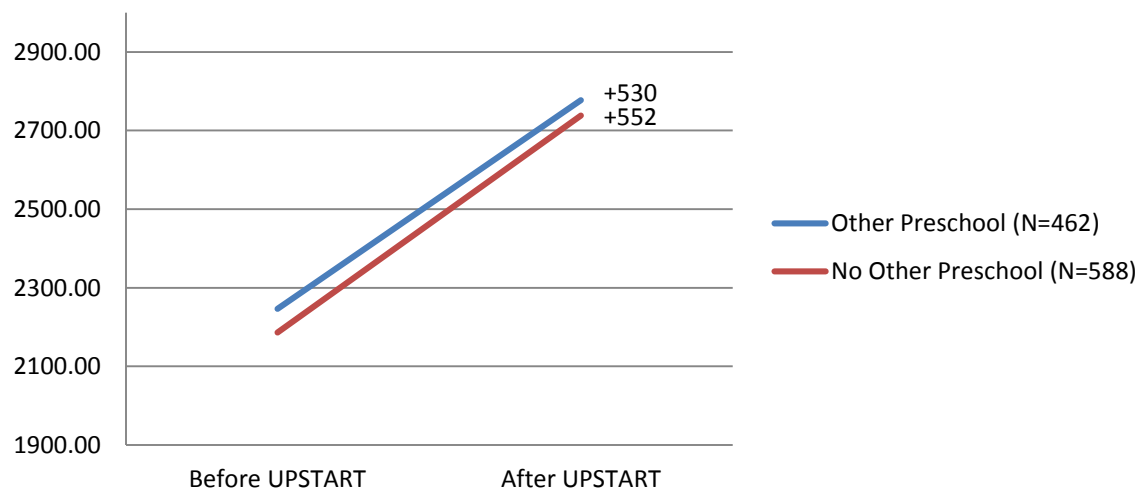
Math, Science, and Reading Intervention
By design and direction from the UPSTART Advisory Committee, UPSTART focuses first on reading, as described above in the usage and assessment data sections. However, UPSTART participants also have access to RRLWM's math and science curriculum. Year 4 participating children using math and science averaged 1,497 minutes on math and science. The math and science minutes are *in addition* to the usage minutes reported above for reading. Science and math are not assessed as part of the UPSTART program.

UPSTART also includes the multi-sensory intervention program *Camp Consonant™*. During Year 4, 140 UPSTART children used the program at some time during the year. Based on usage and progress in the core curriculum, Waterford staff members consulted individually with parents or caregivers to discuss their observations of their child's learning styles and needs. Waterford staff members then described the multi-sensory approach used in *Camp Consonant™* and gave parents and caregivers the choice to move the children to *Camp Consonant™* or continue in RRLWM, the UPSTART core curriculum.

"Graduations"
During the past year, Waterford hosted 66 Year 4 "graduations" (which included final testing for Year 4 participants) in the following communities: Blanding, Cedar City, Layton, Midway, Logan, Ogden, Orem, Salt Lake City, St. George, Tooele, Vernal, Brigham City, Manti, and Price.

Waterford would like to thank the legislators who attended those sessions to meet the children and discuss the program with parents and caregivers.

Survey of Participating Parents and Caregivers
Waterford surveyed parents and caregivers at the end of Year 4, and responses are detailed below.

SurveyMonkey

Overall, do you feel participating in UPSTART was beneficial?

		Response Percent	Response Count
Yes		99.8%	968
No		0.2%	2
	Please explain:		760
	answered question		970
	skipped question		2

Do you feel UPSTART helped prepare your child for kindergarten?

		Response Percent	Response Count
Yes		99.3%	954
No		0.7%	7
	Please explain:		737
	answered question		961
	skipped question		11

Would you recommend the program to family members or friends?

		Response Percent	Response Count
Yes		99.4%	952
No		0.9%	9
	answered question		958
	skipped question		14

Did you find it difficult to get your child to use the program?

		Response Percent	Response Count
Yes		44.2%	391
No		65.0%	575

How did you motivate your child to use the program?			899

answered question	884
skipped question	88

Did we motivate you as a parent?

		Response Percent	Response Count
Yes		90.0%	829
No		11.7%	108

What did you like and what could we improve?			720

answered question	921
skipped question	51

Were the representatives friendly?

		Response Percent	Response Count
Yes		99.8%	950
No		0.5%	5

answered question	952
skipped question	20

Were the representatives knowledgeable?

	Response Percent	Response Count
Yes	99.7%	938
No	0.5%	5
	answered question	941
	skipped question	31

If you had any issues, did you feel that they were resolved well?

	Response Percent	Response Count
Yes	95.2%	890
No	5.8%	54
	answered question	935
	skipped question	37

Did you feel like the representatives wanted to help you succeed?

	Response Percent	Response Count
Yes	99.4%	932
No	1.0%	9
	answered question	938
	skipped question	34

In general, did your child like / enjoy the software?

	Response Percent	Response Count
Yes	98.2%	924
No	2.7%	25
	answered question	941
	skipped question	31

In general, did you like the software?

	Response Percent	Response Count
Yes	98.8%	930
No	1.3%	12
answered question		941
skipped question		31

Overall, was the software too easy, too hard, or just right?

	Response Percent	Response Count
Too easy	8.4%	78
Too hard	4.7%	43
Just right	92.2%	852
Please explain:		494
answered question		924
skipped question		48

Was the content appropriate for your child's age?

	Response Percent	Response Count
Yes	98.6%	933
No	1.7%	16
answered question		946
skipped question		26

Do you feel the usage requirements are too strict?

		Response Percent	Response Count
Yes		15.0%	137
No		86.0%	784
	answered question		912
	skipped question		60

Was the purpose of consistent usage explained to you?

		Response Percent	Response Count
Yes		98.0%	894
No		2.0%	18
	answered question		912
	skipped question		60

Which of the following motivational tools enhanced your experience with the program? Check the appropriate boxes below:

	Very helpful	Somewhat helpful	Not helpful	Didn't know about it	Rating Count
Kids Corner	26.1% (210)	33.2% (267)	14.8% (119)	26.1% (210)	805
Vocabulary word of the week	33.1% (284)	40.4% (347)	20.3% (174)	6.2% (53)	858
Weekly usage e-mail	79.2% (712)	16.0% (144)	3.7% (33)	1.7% (15)	899
Achievement chart	68.1% (605)	21.6% (192)	5.7% (51)	4.6% (41)	889
Contests and incentives	37.8% (331)	33.6% (294)	23.7% (207)	5.0% (44)	875
Conversations with user support representatives	58.2% (513)	32.0% (282)	6.3% (56)	3.5% (31)	882
				answered question	924
				skipped question	48

15

Are you likely or unlikely to enroll another child in the program?		
	Response Percent	Response Count
Likely	82.2%	732
Unlikely	18.5%	165
Please explain:		638
answered question		891
skipped question		81

Cost

The cost-per-participant for UPSTART Year 4 was $1,305. That number includes providing computers and Internet connectivity to qualifying families in the program without equipment and access.

At the end of Year 4, equipment inventory indicated that all but 43 participants had returned their equipment (computers and drives), for a loss rate of 3.4% (Note, Waterford will be making a final effort to secure unreturned equipment in mid-September.).

Year 5

On behalf of the UPSTART Program and the children it serves, Waterford would like to thank the Legislature for the additional funding the program received during the 2013 session. Additional funds were targeted to serving children from Spanish-speaking homes, children from low-income homes, and children from rural school districts. This emphasis is in keeping with the UPSTART Advisory Committee's and Waterford's dedication to reaching as many at-risk and underserved children as possible with the UPSTART Program.

Year 5 Outreach Activities

To that end, preparing for Year 5, Waterford was involved in the following outreach activities to advise parents and caregivers of the availability of UPSTART.

Government Agencies and Nonprofits
Heath Departments of South Eastern Utah: Price, Moab, Blanding, Monticello (in-person meeting)
Children's Justice Center of Price (in-person visit)
Centro Hispano of Utah County (in-person visit)
Latinos in Action (in-person visits)
Centro de la Familia de Utah Honeyville, Genola, Centerfield, Providence, (in-person visits)
Mountainland Head Start (in-person visit)
Bear River Head Start (telephone and email)

SUU Head Start (in-person presentation)
Richfield Head Start (in-person visit)
Panguitch Head Start (in-person visit)
Kanab Head Start (in-person visit)
Delta Early Childhood Center (in-person visit)
UVU Weecare Program (telephone and email)
Housing Authority of Price (in-person visit)
United Way of Eastern Utah (in-person visit)
Hser Ner Moo Refugee Community Center (in-person visit)
Sunnyvale Refugee Community Center (in-person visit)
Castle Valley Center Price (in-person visit)
Comunidades Unidas (telephone and email)
Centro Civico Mexicano (telephone and email)
YCC of Ogden (telephone and email)

Public Libraries (in-person visits)
Beaver City Library
Castle Dale Library
Delta City Library
Huntington City Library
Minersville Library
Orangeville Library
Price City Library
Provo City Library
Springdale Library

Religious Organizations
St. Peter and Paul Catholic Church West Valley (in-person)
St. Mary Catholic Church Park City (telephone and email)
St. Joseph Catholic Church Ogden (in-person)
Catholic Diocese of Utah (in-person)

Mexican Grocery Stores (staffed information tables)
Acapulco Market
Campos Market
La Diana
Rancho Market
Viva Markets

Elementary Schools by District (in-person visits)
Beaver—Belknap Elementary, Minersville School, Milford Elementary
Box Elder—Garland Elementary School
Cache – Providence Elementary School
Carbon—Castle Heights Elementary, Bruin Point Elementary, District Office
Duchesne—Duchesne Elementary
Garfield—Garfield School District, Panguitch Elementary
Kane—Kane School District, Kanab Elementary

Millard—Fillmore Elementary, Millard District Office
Piute—Piute School District, Oscarson Elementary, Circleville Elementary
Sevier—Sevier School District, Pahvant Elementary
South Sanpete—South Sanpete School District, Manti Elementary, Gunnison Elementary
Tintic—Eureka Elementary
Uintah—Eagle View Elementary, Ashley Elementary
Washington—Springdale Elementary

Television and Radio Interviews
Enlace Semanal Univision (in-person)
KUCA Radio Interview Price (in-person)

Events and Conferences (exhibits or presentations)
Elementary School Principals Conference
Southern Utah Education Conference (SUECON)
Utah Rural Schools Association (URSA)
Hispanic Women's Health Fair

Rural Elementary Schools by District (mail and telephone)

Box Elder	
Century Elementary	Discovery Elementary
Fielding Elementary	Foothill Elementary
Grouse Creek School	Lake View Elementary
McKinley Elementary	Mountain View Elementary
North Park Elementary	Park Valley
Snowville Elementary	Willard Elementary

Cache	
Birch Creek Elementary	Canyon Elementary
Greenville Elementary	Heritage Elementary
Lewiston Elementary	Lincoln Elementary
Millville Elementary	Mountainside Elementary
Nibley Elementary	North Park Elementary
Park Elementary	Providence Elementary
River Heights Elementary	Summit Elementary
Sunrise Elementary	Wellsville Elementary

Daggett	
Flaming Gorge Elementary	Manila Elementary

Duchesne	
Altamont Elementary	East Elementary
King's Peak Elementary	Myton Elementary
Neola Elementary	

Uintah

Davis Elementary	Discovery Elementary
Eagle View Elementary	Lapoint Elementary
Maeser Elementary	Naples Elementary

Grand

HMK Elementary School

San Juan

La Sal Elementary	Monticello Elementary
Blanding Elementary	Bluff Elementary
Montezuma Creek	Tse'bii'nidzisgai Elementary

Rich

South Rich Elementary	North Rich Elementary

Kane

Kanab Elementary School	Valley Elementary School

Garfield

Antimony Elementary School	Boulder Elementary School
Bryce Valley Elementary School	Escalante Elementary School
Panguitch Elementary School	

Wayne

Hanksville Elementary	Loa Elementary

Iron

East Elementary	Enoch Elementary
Escalante Valley Elementary	Fiddlers Canyon Elementary
Iron Springs Elementary	North Elementary
Parowan Elementary	South Elementary
Three Peaks Elementary	

Beaver

Belknap Elementary	Milford Elementary

Piute

Oscarson Elementary	Circleville Elementary

Emery

Castle Dale Elementary	Cleveland Elementary
Ferron Elementary	Book Cliff Elementary

Sevier

Ashman Elementary	Koosharem Elementary

Monroe Elementary	Pahvant Elementary
Salina Elementary	

Millard

Delta Elementary School	Fillmore Elementary
Garrison Elementary	

North Sanpete

Fairview Elementary	Fountain Green Elementary
Mt. Pleasant Elementary	Moroni Elementary
Spring City Elementary	

South Sanpete

Ephraim Elementary	Gunnison Valley Elementary
Manti Elementary	

Carbon

Bruin Point Elementary	Castle Heights Elementary
Creekview Elementary	Sally Mauro Elementary
Wellington Elementary	

Juab

Mona Elementary	Nebo View Elementary
Red Cliff Elementary	

Tintic

West Desert Elementary School

North Summit

North Summit Elementary School

Morgan

Morgan Elementary	Mountain Green Elementary

Washington

Arrowhead Elementary	Enterprise Elementary
Santa Clara Elementary	LaVerkin Elementary

Newspaper Ads Placed
Beaver District– *Spectrum*
Carbon District– *Sun Advocate*
Daggett District– *Vernal Express*
Emery District– *Emery County Progress*
Garfield District– *St. George Spectrum*
Juab District– *Times Nephi News*

Kane District– *St. George Spectrum*
Millard District– *Millard County Chronicle*
North Sanpete District– *Sanpete Messenger*
North Summit District– *The Wasatch Wave*
Park City District– *The Wasatch Wave*
Piute District– *Richfield Reaper*
South Sanpete District– *Sanpete Messenger*
South Summit District– *The Wasatch Wave*
Tintic District– *Tintic Newsletter*
Wasatch District– *The Wasatch Wave*
Wayne District– *Wayne County Insider*

Notable results from those outreach activities include:

- Lower-SES participation in Year 5 will top 70% for the first time compared to 63% in Year 4.

- Hispanic/Latino participation is currently at 21% compared to 19% in 2014 (both numbers compare favorably to the Utah State Office of Education's enrollment demographics which show 15.5% for the state).

- Participation in rural districts is up 52% (Note: The Utah Foundation identifies "rural" districts as Beaver, Daggett, Duchesne, Emery, Garfield, Grand, Kane, Millard, North Summit, North Sanpete, Piute, Rich, San Juan, Sevier, South Sanpete, South Summit, Tintic, and Wayne) with increases in Beaver District from one to 13 participants; 10 to 20 in Duchesne; 3 to 21 in Millard; 7 to 16 in South Summit; and 1 to 13 in Tintic. Carbon and Uintah (classified as "rural" by Western Institute for Research and Evaluation) increased from 2 to 20 and 31 to 49 respectively.

Year 5 of the UPSTART Program is currently underway. To date, 85 training sessions have been presented in the following communities: **Cedar City**, **Layton**, **Logan**, **Ogden**, **Orem**, Eureka, **Salt Lake City**, **Midway**, **St. George**, Vernal, **Brigham City**, Manti, Price, **Delta**, Blanding, and Tooele. Those locations in boldface type included Spanish-language trainings as well as English. Four to five additional training sessions are planned in September/early October.

The Year 5 participation goal is 1,506 sponsored by the State of Utah. Several community sponsors have also stepped up to support an additional 38 to help Waterford achieve the goal of serving all of the lower-SES families who applied for the program before pre-registration was closed on May 2.

Unfortunately, UPSTART was unable to serve 553 homes that were wait-listed, and another 248 pre-registrations were received after the program was closed.

UPSTART Advisory Committee

The UPSTART Program continues to benefit greatly from its outstanding Advisory Committee. The committee meets quarterly to receive information about the program and make recommendations. Note the inclusion of two new members: Chuck Foster, American Indian Education Specialist, Utah State Office of Education; and Gonzalo Palza, CEO and Head Start Director, Centro de la Familia de Utah. Both bring important and improved access for UPSTART to at-risk children throughout the state.

- Chuck Foster, American Indian Education Specialist, ESEA/Federal Programs, Utah State Office of Education

- Brenda Hales, Deputy Superintendent, Instructional Services, Utah State Office of Education

- Tiffany Hall, Coordinator, English Language Arts, Utah State Office of Education

- Christine Kearl, Education Director for Governor Gary Herbert's Office

- Nancy Livingston, Literacy Specialist and Emeritus Professor, Brigham Young University School of Education

- Joanne Milner, Education Partnership Coordinator for Salt Lake City Mayor Ralph Becker's Office

- Lynette Mitchell, Retired Executive Director, Rural Utah Child Development Head Start

- Gonzalo Palza, CEO and Head Start Director, Centro de la Familia de Utah

- Kathleen Petersen, Title I Director, Washington County School District

- Dale Smith, Associate Dean of Education, Social Work, and Family and Human Studies, Salt Lake Community College

- Cheryl Wright, Associate Professor, Department of Family and Consumer Studies, University of Utah

- Claudia Miner, UPSTART Program Executive Director, Waterford Institute

- Dustin Heuston, ex officio, Chairman, Waterford Institute

UPSTART Program External Evaluation

Through an RFP process during the first year of the UPSTART Program, USOE selected the Evaluation and Training Institute (Los Angeles, CA) to conduct the multi-year external evaluation of the UPSTART Program. Waterford received the Year 3 external evaluation of the

UPSTART program in March 2013. It is appended in its entirety to this report. The following is an executive summary of the Year 3 ETI report.

- The evaluation of UPSTART's third year of implementation used a pretest-posttest control group design to assess the program's impact on developing children's early literacy skills in preschool. Other objectives included documenting the extent to which participants used the computerized curriculum; establishing the relationship between curriculum usage and literacy outcomes; and the degree to which the participants met the program's curriculum usage criteria.

- Three hundred and five children were measured on two tests of early literacy skills: the Brigance Inventory of Early Development and the Bader Reading and Language Assessment. Differences in the development of literacy skills between a sample of UPSTART participants (the treatment group) and a group of similar nonparticipants (the control group) in the year prior to enrollment in kindergarten were examined.

- **Brigance Growth Score Results**
  Growth rates were significantly different between the treatment and control group for the overall Brigance and five subtests. All of these differences in growth rates favored the UPSTART Treatment group. On average, the UPSTART participants scored 28 points higher on the Brigance posttest. The study reported an effect size estimated to be .68 for Total Brigance. Figure 1 below uses bar charts to compare the growth rates of the UPSTART treatment and control group as measured by the Total Brigance and each of its subtests from pretest to posttest for the matched samples.

- **Bader Growth Score Results**
  The UPSTART group showed significantly stronger growth rates relative to the control group on the Total Bader and all of the Bader subtests as well. Figure 2 below uses bar charts to compare the growth rates of the treatment and control group as measured by the Total Bader and each of its subtests from pretest to posttest for the matched samples. The study reported a .85 effect size and noted, "the UPSTART impact as measured by the Bader was substantial, not only in size but in breadth, as the gains in phonological awareness were observed for UPSTART participants across the board for all three subtests as well as for the Total Bader."

- **Notable Overall Findings**
  Compared to previous years, the Year 3 participants logged a greater number of instructional hours with the UPSTART curriculum.

  Length of participation in the UPSTART curriculum was significantly and positively correlated with literacy skills at the beginning of kindergarten.

  The UPSTART graduation rate has continued to rise each year to 94% in Year 3. This indicates that UPSTART is making very good progress in achieving the curriculum usage goals set for program implementation.

Evidence from year 3 results suggests that UPSTART's use of education technology in a home based approach has considerable merit for facilitating the development of school readiness in young preschool children.
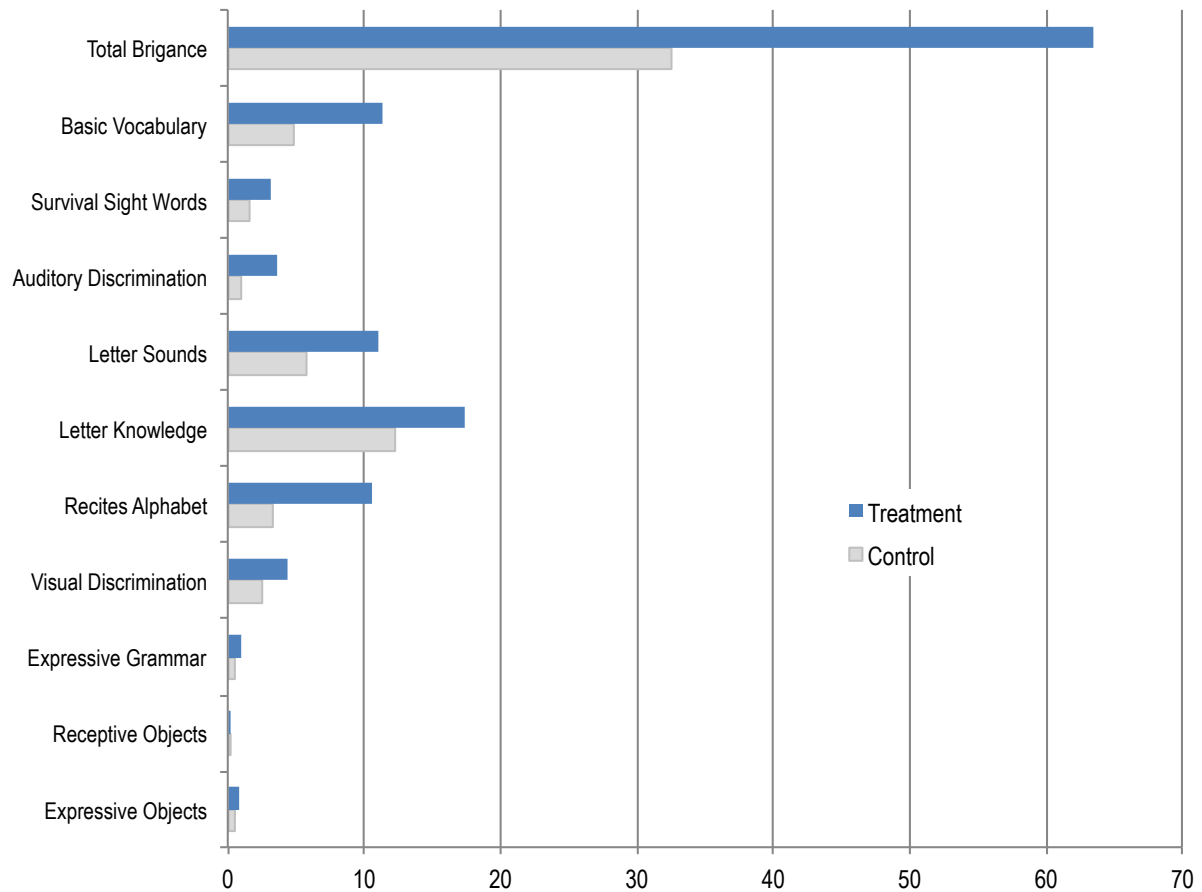
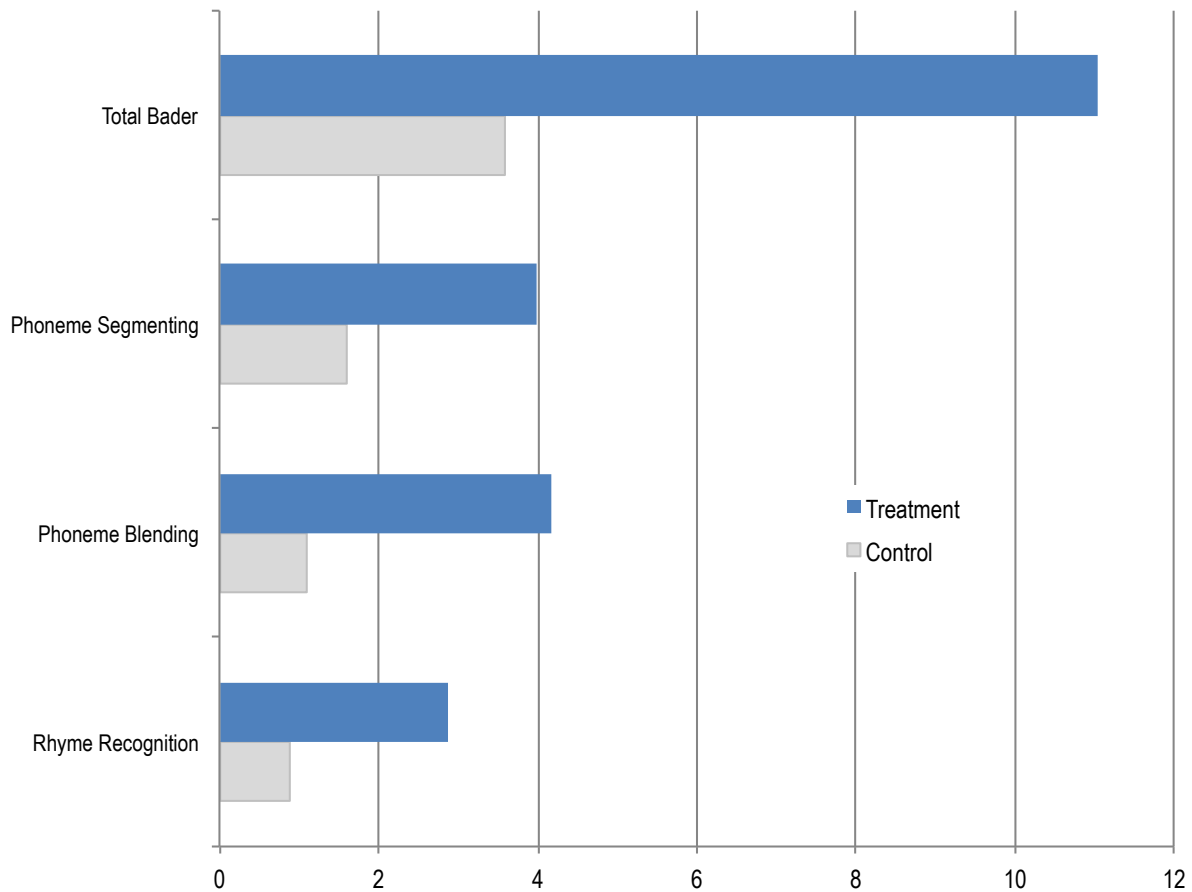*Figure 1. Growth Rate Comparisons on the Brigance*

Figure 2. Growth Rate Comparisons on the Bader

Contact Information for Questions

This report was prepared by the following Waterford Institute staff members:

- Dr. Claudia Miner, Vice President of Development and Executive Director of the UPSTART Program (claudiaminer@waterford.org)

- Dr. Haya Shamir, Vice President of Applied Research and Learning and Chief Scientist (hayashamir@waterford.org)

- Ann Izzo, Managing Director of UPSTART (annizzo@waterford.org)